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ABSTRACT

The first annual supplement to the 1991-1992 directory of two-way bilingual education programs in the United States profiles new and some existing programs in which language-minority and language-majority children are instructed in and through both languages. this volume contains data on 25 programs in Alaska, Arizona, California, Connecticut, Florida, Massachusetts, Michigan, New Jersey, New York, Texas, and Virginia. Each program profile includes most of the following categories: school name(s) and address(es); contact persons; languages used; year the program began; ethnic/racial composition of the school; criteria for selecting and accepting students; recruitment procedures; grade levels served and changes anticipated; funding sources; program materials available to others; program objectives; classroom language use for instruction; method of separating languages for instruction; language of initial reading instruction; grouping; percentage of teachers and program staff proficient in both languages; program evaluation procedures; parent involvement; community response to the program; school board's view of the program; and most important program features. (MSE)

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TWO-WAY BILINGUAL PROGRAMS IN THE UNITED STATES

1992-1993 SUPPLEMENT

DONNA CHRISTIAN

CINDY MAHRER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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THE NATIONAL CENTER FOR RESEARCH ON CULTURAL DIVERSITY AND SECOND LANGUAGE LEARNING

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Two-Way Bilingual Programs in the United States

1992–1993 Supplement

National Center for Research on
Cultural Diversity and Second Language Learning

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Preface

This volume is the first annual supplement to the 1991-1992 publication on *Two-Way Bilingual Programs in the United States*. The programs profiled in this supplement include new two-way programs and others that provided information since the previous volume appeared.

The information on two-way bilingual programs presented in this series is being gathered as part of a study on "Two-Way Bilingual Education: Students Learning through Two Languages" for the National Center for Research on Cultural Diversity and Second Language Learning. This Center is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on the education of language minority students in the United States. It is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Institute, in collaboration with a number of other institutions nationwide, including the Center for Applied Linguistics.

This study could not exist without the cooperation of the schools and school districts reported on here. In particular, we are grateful to the representatives of programs who provided us with large amounts of information and responded to our questions and requests when we called for clarification or to check on the accuracy of our presentation. We called on individuals who had far too much to do already to give their time and energy to this effort, and we appreciate their response. We hope that they will find the results useful.

We also benefited from the assistance and consultation of a number of our colleagues who helped us design the study, contact programs, and produce the finished work. We are

particularly indebted to Kathryn Lindholm, whose original work served as a model for the current effort and who advised and assisted us in every phase. Our thanks go out as well to Deborah Short, Dick Tucker and Merrill Swain for their contributions and ongoing support for the project. Finally, we express our gratitude to those who took an active part in producing this volume: Leslie Plowman, Kaprice Lynch, Thom Raybold, Sonia Kundert and Omar Shabka. Their attention to the details will, we are sure, make this document much more useable and useful.

Donna Christian
Cindy Mahrer
Center for Applied Linguistics

January 1993

Introduction

In a growing number of schools in the United States, educators and communities are turning to *two-way bilingual education* as an effective approach to educating language minority and majority students. In these programs, students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. Ideally, half the students in a class share a particular non-English language background (most often Spanish) and they have the opportunity to develop their native language, learn English and progress academically. Their English-background classmates learn a second language along with academic content.

In Christian and Mahrer (1992), profiles were compiled for two-way bilingual programs in operation during the 1991-1992 academic year. This supplement, the first annual update, covers the 1992-1993 school year, providing profiles of additional programs, both new and ongoing. The two volumes together provide information on programs in 156 schools in 17 states. This list is still not exhaustive, since it reflects only those programs that became known to us and that chose to contribute information. We will, however, continue to document programs in future annual updates.

Two-Way Bilingual Education: The Approach

As the entries in this directory will make very clear, there is a great deal of variability in the implementation of two-way bilingual education. Even the term used to refer to programs of this type varies widely: *two-way bilingual, developmental bilingual, bilingual immersion, double immersion, interlocking, dual language* are some of the labels found.

There are, however, certain core features which can be used to characterize, if not define, the approach.

Two-way bilingual programs integrate language minority and language majority students and provide instruction in, and through, two languages. One is the native language of the language minority students (called here the *target* language), and the second is English. These programs provide content area instruction in the target language for a significant portion of the instructional time, and provide for language development in the second language for both groups of students. In order to achieve the full benefits of two-way bilingual education, balanced numbers of students from the two language backgrounds are sought, and students are integrated for most or all of their content instruction. These programs provide an environment that promotes positive attitudes toward both languages and cultures and is supportive of full bilingual proficiency for both native and non-native speakers of English.

Typical goals for two-way bilingual programs include language, academic, and affective dimensions:

> students will develop high levels of proficiency in their first language and in a second language;
>
> students will perform at or above grade level in academic areas in both languages;
>
> students will demonstrate positive cross-cultural attitudes and behaviors, and high levels of self-esteem.

It is important to note that this educational approach does not emphasize language development over academic and social development; the goal is balanced development in all three areas.

For a more detailed discussion of the approach, including rationale and criteria for success, see Christian and Mahrer (1992).

Information Collection and Compilation

The procedures used for compiling the profiles in the supplement were essentially the same as those used for the 1991-1992 volume. Leads on possible programs obtained during the year were followed up; newly funded projects in the Title VII Development Bilingual

Education Program were contacted; and programs that had been in a planning year and were due to begin instruction in 1992-1993 were asked to give an update on their status.

Profiles were prepared for the programs in the supplement using the same format as in the earlier volume. As before, the information provided by programs was reproduced verbatim, with only minor editing, and the profile was sent to the participating program for verification of accuracy.

Program Implementation Characteristics

Table 1 presents a summary of the programs profiled in the 1992-1993 supplement by state, district and school and includes ten schools with programs in the planning stage. Table 2 breaks these programs down by grade level. One of the planning sites has not yet determined the grade levels to be served, hence the "unspecified" category. Table 3 lists the languages of instruction for the programs in the supplement. These tables parallel similar information provided in the previous volume.

Summary figures for the two volumes (1991-1992 and 1992-1993) are shown in Tables 4 through 6. In the first year, 124 schools reported on two-way programs, some of which were in the planning (pre-implementation) stage. In the supplement for 1992-1993, 37 schools were included; five of these schools were in the planning stage in 1991-1992 and have now implemented programs. These five schools appear in both volumes, but they are counted only once in the summary figures. As a result, the total number of schools (156) reported in these tables is lower than the sum of the schools in the two volumes. This total is used in all three summary tables. Likewise, school districts that appear in both volumes are only counted once in the summary figures.

These figures show that New York and California continue to have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with two-way bilingual programs are providing instruction in Spanish and English at the elementary school level. Variability in the implementation of two-way programs remains extensive, as can be seen in the profiles in both volumes. This variability is discussed further in Christian and Mahrer (1992).

Overview of the Directory

Following these introductory comments, the directory supplement begins with a complete listing of schools included in the program profiles, grouped by school district, city, and state. This listing gives a quick overview of the programs included in this supplement, with grade levels served and target language used in each. The full profiles of programs/schools which provided information on their implementation of two-way bilingual education follow this list. They are presented alphabetically in sections by state, and within states, the profiles are grouped by city and school district. Each profile is formatted the same, for ease of comparison by category across entries. Categories were omitted in cases where no program information was available at this time. Following the profiles is an index, where references by page number can be found for any school or school district included in the directory.

Finally, a list of abbreviations used is provided. In order to condense the presentation of information in the profiles, certain frequently occurring terms were abbreviated. In addition, many programs reported information using locally recognized abbreviations. These abbreviations are explained in the last section.

Table 1
Two-Way Bilingual Programs, 1992-1993 Supplement

State	*Number of Districts*	*Number of Schools*
Alaska	1	1*
Arizona	2	5
California	7	9*
Connecticut	1	1
Florida	1	1
Massachusetts	2	2
Michigan	1	1
New Jersey	1	1
New York	7	10*
Texas	3	4*
Virginia	1	2
TOTAL	**27**	**37**

*Includes schools in the planning year

Table 2
Grade Levels Served in Two-Way Bilingual Programs, 1992-1993 Supplement

Grade Levels Served	*Number of Schools*
Pre-K	0
Pre-K/K—5/6	32
3/4—5/6	0
K/1—8	0
6—9	4
9—12	0
Unspecified	1

Table 3
Languages of Instruction in Two-Way Bilingual Programs, 1992-1993 Supplement

Language of Instruction	*Number of Schools*
Spanish/English	32
Korean/English	3
Russian/English	2

Table 4
Two-Way Bilingual Programs (1991-92 + 1992-93)

State	*Number of Districts*	*Number of Schools*
Alaska	1	1*
Arizona	2	5
California	24	47*
Colorado	1	3
Connecticut	2	2
District of Columbia	1	1
Florida	2	5
Illinois	2	8
Massachusetts	6	11
Michigan	1	1
New Jersey	1	1
New York	34	56*
Oregon	1	3
Pennsylvania	1	1
Texas	4	5*
Virginia	3	5
Wisconsin	1	1
TOTAL	**87**	**156**

*Includes 1992-93 Planning Programs

Table 5
Grade Levels Served in Two-Way Bilingual Programs (1991-92 + 1992-93)

Grade Levels Served	*Number of Schools*
Pre-K	2
Pre-K/K—5/6	126
3/4—5/6	7
K/1—8	4
6—9	12
9—12	2
Unspecified	3

Table 6
Languages of Instruction in Two-Way Bilingual Programs (1991-92 + 1992-93)

Language of Instruction	*Number of Schools*
Spanish/English	145
Cantonese/English	4
Korean/English	3
Russian/English	2
Portuguese/English	1
Haitian Creole/English	1

List of Programs by State
1992-1993 Supplement

State/City	School	Grade Levels	Language
ALASKA			
Anchorage			
	Government Hill Elementary *planning*	K—1	Spanish
ARIZONA			
Phoenix			
	M.L. King Elementary	K—4	Spanish
	Valley View Elementary	K—1	Spanish
Tucson			
	Davis Bilingual Magnet	K—5	Spanish
	Roskruge Elementary	K—1	Spanish
	Roskruge Magnet Middle School	6—8	Spanish
CALIFORNIA			
Altadena			
	Altadena Elementary *planning*	Pre-K—K	Spanish
Los Angeles			
	Cahuenga School	K	Korean
	Denker Avenue School *planning*	K	Korean
	Wilton Place School *planning*	K	Korean
Pomona			
	Westmont Elementary	K—1	Spanish
San Clemente			
	Las Palmas Model Elementary *planning*	K—2	Spanish
San Diego			
	Washington Elementary	K—6	Spanish
San Jose			
	Meyer Elementary *planning*	K—1	Spanish
Woodland			
	Lee Junior High	7—9	Spanish

State/City	School	Grade Levels	Language
CONNECTICUT			
Windham			
	Windham Center	K	Spanish
FLORIDA			
Miami			
	Marjory Stoneman Douglas Elementary	Pre-K—5	Spanish
MASSACHUSETTS			
Dorchester			
	John Marshall School	K—3	Spanish
Springfield			
	Elias Brookings School	K—1	Russian
MICHIGAN			
Detroit			
	The Academy of the Americas	Pre-K—1	Spanish
NEW JERSEY			
Atlantic City			
	New Jersey Avenue School	K—1	Spanish
NEW YORK			
Amsterdam			
	Greater Amsterdam School District *planning*	K	Spanish
Fallsburg			
	Benjamin Cosor Elementary *planning*	K—2	Spanish
Huntington			
	Oakwood Primary Center	1	Spanish
New York City, Brooklyn			
	IS #309 (CSD 19) *planning*	6—8	Spanish
	CSD 22 *planning*	to be determined	Russian

State/City	School	Grade Levels	Language
New York City, Manhattan			
	PS #7 (CSD 4)	K—2	Spanish
	PS #112 (CSD 4)	K—2	Spanish
	Don Pedro Albizu Campos (CSD 5)	K	Spanish
	John H. Finley (CSD 5)	K	Spanish
	Raphael Hernandez/Langston Hughes (CSD 5)	K	Spanish
TEXAS			
El Paso			
	Rivera Elementary	1—5	Spanish
	Rush Elementary	1—5	Spanish
Houston			
	Hollibrook Elementary	K—3	Spanish
Lufkin			
	Slack Elementary	K	Spanish
VIRGINIA			
Arlington			
	Abingdon Elementary	1	Spanish
	Williamsburg Middle	6—7	Spanish

Anchorage School District
Anchorage, Alaska

Project Exito: A Model of Success for Students and Parents

School:
Government Hill Elementary
525 Bluff Drive
Anchorage, AK 99501
907-277-4223

Contact persons:
Janice Gullickson
Foreign Language Coordinator
Anchorage School District
4600 DeBarr Road
Anchorage, AK 99508
907-269-2277

Laurel Derksen
Program Development Specialist
Government Hill Elementary
525 Bluff Drive
Anchorage, AK 99501
907-277-4223

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93 (planning year); 1993-94 (instruction)

Ethnic/racial breakdown of school:
6.5% Hispanic; 13.4% Black; 40% White;
8.4% Asian Pacific Islander;
31.7% Alaskan Native/American Indian

Criteria for selecting and accepting students:
Spanish speakers:
LEP children who will be entering kindergarten and 1st grade in the Fall
English speakers:
Government Hill students will be given priority in the Spring lottery; students outside the attendance area will be placed on the waiting list and can participate in subsequent lotteries

Recruitment procedures:
•Program will hire a parent liaison who will aid in the recruitment process

Grade level(s) of the program:
K-1

Grade level increases planned:
Program will expand one grade level per year

Program size:

Grade level	*# of classes*	*Class size*
K	2	20
1	2	23

Funding sources:
Title VII DBE Grant; local funding

Program materials available to others:
•Brochure to advertise the program is being developed

Program Objectives:

•Students will achieve academically at grade level

•Students will develop language proficiency in both English and Spanish

•Students will develop positive self-esteem and cultural awareness and sensitivity

•Exito! will train staff and parents to be effective educators of the program's students

•Exito! parents will participate as full partners in the education of their children

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 50%

Method of separating languages for instruction:
By teacher teams: instruction by native Spanish speakers for half of the day and by native English speakers for the other half

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students will be integrated for instruction the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

PROGRAM EVALUATION

Evaluator:
To be determined

Evaluation components and procedures:
To be determined

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- A parent advisory board has been formed to help in the initial stages of planning for implementation in 1993
- Parent liaison will recruit students and parents, as well as set up a parent resource center
- Evening classes on various topics including parenting and Spanish and English language lessons

Community responses to the program:
- Extremely positive

School Board's view of the program:
- Very supportive

Most important feature of the program:
- Emphasis on bilingualism and multiculturalism with a focus on the home-school connection
- Commitment of the parents is a vital key to the success of the program
- The fact that this program is a model program for the Anchorage community is very important; the model may later be replicated for a different language

Roosevelt School District
Phoenix, Arizona

*Developmental Bilingual Education Program**

School:
M.L. King Elementary School
4615 South 22nd Street
Phoenix, AZ 85040
602-243-4910

Contact persons:
Dr. Veronica Zepeda
Director of Language Development
Roosevelt School District
6000 South 7th Street
Phoenix, AZ 85040
602-243-4826

Mavis Edwards
Principal
M.L. King Elementary School
4615 South 22nd Street
Phoenix, AZ 85040
602-243-4910

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
30% Hispanic; 67% Black; 3% White

Criteria for selecting and accepting students:
Spanish speakers:
Needs; test scores; interest
English speakers:
Interest; test scores

Recruitment procedures:
•Home school advises parents
•Open house
•Word of mouth
•District-wide information

Grade level(s) of the program:
K-4

Grade level increases planned:
The program has its continuation, a modified program, at P. L. Julian School (5-8)
1992-93: 5
1993-94: 6
1994-95: 7
1995-96: 8

Program size:

Grade level	*# of classes*	*Class size*
K	1	20
1	1	20
2	1	26
3	1	20
4	1	16

Funding sources:
District funding

Program materials available to others:
•Newsletter

**Two schools are involved with the Roosevelt School District Two-Way Bilingual Program. Each school has a separate entry.*

Program Objectives:

•To provide instruction in English and Spanish

•To enable students to achieve competency and literacy in both languages

•To provide a curriculum which includes the history and culture of Arizona and the United States as well as customs and values of Hispanic culture

•To enable students to master language skills and subject matter

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-4 50%

Method of separating languages for instruction:
By teacher: subjects and days are determined by the teacher

Languages used for content area subjects and electives:
K-2—Spanish instruction:
All core subjects
K-2—English instruction:
All core subjects, Music, Art, PE
3-4—Spanish instruction:
All core subjects
3-4—English instruction
All core subjects, Art, PE

Language of initial reading instruction:
Spanish speakers:
English and Spanish
English speakers:
English and Spanish

Instructional grouping:
Teachers use cooperative learning, peer tutoring, small group instruction, and whole group instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time ESL teacher

Computer use:
Computer use in English and Spanish

PROGRAM EVALUATION

Evaluator:
Program is not evaluated on a regular basis.

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	La Prueba
Academic achievement in English	ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- School visitations and classroom assistance
- Monthly parent workshops and PTSO
- Parents are encouraged to become involved and to volunteer time at the school

Community responses to the program:
- Parents are supportive of the program
- There is a waiting list of students that parents want to place in the program

School Board's view of the program:
- In addition to a unanimous decision on the implementation of this program, the district has committed to a two-way developmental program through the strategic planning process

Advice to start-up programs:
- Begin with two grades at a time
- Involve community in the planning as well as the implementation stage

Most important feature of the program:
- Commitment to genuine language learning through a culturally sensitive curriculum model and community involvement

Roosevelt School District
Phoenix, Arizona

*Developmental Bilingual Education Program**

School:
Valley View Elementary School
8220 South 7th Avenue
Phoenix, AZ 85041
602-243-4926

Contact Persons:

Dr. Veronica Zepeda
Director of Language Development
Roosevelt School District
6000 South 7th Street
Phoenix, AZ 85040
602-243-4826

John Wann
Principal
Valley View Elementary School
8220 South 7th Avenue
Phoenix, AZ 85041
602-243-4926

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
68% Hispanic; 15% Black; 15% White; 2% Other

Criteria for selecting and accepting students:
Spanish speakers:
All LEP students and their families in the Valley View attendance area are invited to participate
English speakers:
An equal number of English-only students are served by parent request or approval

Recruitment procedures:
•Parent request
•Teacher recommendation and parent approval

Grade level(s) of the program:
K-1

Grade level increases planned:
Program will expand one grade level per year

Program size:

Grade level	*# of classes*	*Class size*
K	1	19
1	1	25

Funding sources:
Title VII DBE Grant

**Two schools are involved with the Roosevelt School District Two-Way Bilingual Program. Each school has a separate entry.*

Program Objectives:

- To maintain a classroom composition of 50% English dominant students and 50% Spanish dominant students, including newly arrived non-English speaking immigrants
- To promote English language proficiency for LEP students
- To promote second language proficiency for English-only students
- To realize high levels of subject matter achievement for both Spanish dominant and English dominant students
- To provide a challenging curriculum which facilitates the development of English and Spanish

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 80%

Method of separating languages for instruction:
By time and subjects

Languages used for content area subjects and electives:
K-1—Spanish instruction:
All core subjects
K-1—English instruction:
Art, Music, PE, School Social Skills, Money, Time

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Teachers use heterogeneous grouping and collaborative working groups.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 3 full time bilingual aides
- 1 part time bilingual aide

Curriculum/materials development:
Staff have developed the following materials in Spanish: *Writing Process*, *Literature Based Integrated Curriculum*, and *Hands on Math and Science*.

PROGRAM EVALUATION

Evaluator:
To be determined

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	La Prueba
Academic achievement in English	ITBS
Language Arts and Mathematics	ASAP
Social Studies and Science	Portfolios

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils, school visitations, classroom assistance, and parent language classes
- Training program through local community college
- Community liaison is responsible for community contact and other project activities

Community responses to the program:
- High turn-out for parent workshops
- High degree of involvement of non-English speaking parents

School Board's view of the program:
- In addition to a unanimous decision on the implementation of the program, the district has committed to a two-way developmental program through the strategic planning process

Advice to start-up programs:
- Inquire about resource people who know Title VII
- Involve community and staff in the development of the program

Most important feature of the program:
- Commitment to genuine language learning through a culturally sensitive curriculum model and community involvement

Tucson Unified School District
Tucson, Arizona

Davis Bilingual Magnet School

School:
Davis Bilingual Magnet School
500 West Saint Mary's Road
Tucson, AZ 85701
602-798-2733

Contact persons:

Dr. Guadalupe G. Romero
Principal
Davis Bilingual Magnet School
500 West Saint Mary's Road
Tucson, AZ 85701
602-798-2733

Dr. Richard López
Consultant
Davis Bilingual Magnet School
500 West Saint Mary's Road
Tucson, AZ 85701
602-798-2733

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1980

Ethnic/racial breakdown of school:
69% Hispanic; 5% Black; 25% White;
1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Students who live within school boundaries and who will not negatively affect school desegregation
English speakers:
Students who live within school boundaries and who will not negatively affect school desegregation

Recruitment procedures:
- Magnet office sends letters to parents in targeted areas
- Open house

Grade level(s) of the program:
K-5

Program size:

Grade level	*# of classes*	*Class size*
K	2	20
1	2	24
2	2	24
3	2	24
4	2	24
5	2	24

Funding sources:
Local school district; Magnet funds; Desegregation funds

Program materials available to others:
- Magnet school brochures
- School handbook

Program Objectives:

•To help each student become bilingual and biliterate with respect for and knowledge of different cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:
By subject and units

Languages used for content area subjects and electives:
K-5—Spanish instruction:
Reading/Language Arts, Science, Math, Social Studies, Art, Music, PE
K-5—English instruction:
Reading/Language Arts, Science, Math, Social Studies, Art, Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated for all subjects except for language arts instruction in their native language. Students work in cooperative learning groups.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•16 full time bilingual aides
•1 full time PE specialist
•1 full time art specialist
•1 full time music specialist
•1 part time language disabilities specialist
•1 part time speech specialist
•1 full time librarian

PROGRAM EVALUATION

Evaluator:
Tucson Unified School District
1010 East 10th Street
Tucson, AZ 85719
602-882-2441

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	La Prueba, SLAPA
Academic achievement in English	ITBS, ASAP, LAPA
Self-esteem/competence	Project Pride
Attitudes	Project Pride

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, and classroom assistance

Community responses to the program:
•Excellent -- there is a waiting list from outside neighborhood boundaries
•Neighborhood is proud of the school and parents are actively involved

School Board's view of the program:
•Very supportive

Advice to start-up programs:
•Involve parents and community every step of the way
•Educate parents on the need of such programs
•Ensure that teachers are trained and committed to children

Most important feature of the program:
•Well-trained and caring teachers who believe that all children can and will learn
•Teachers who are committed to bilingual education

Tucson Unified School District
Tucson, Arizona

*Roskruge Bilingual Education Program**

School:
Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

Contact persons:

Conrado Gomez
Principal
Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

Carmen Campuzano
Assistant Principal
Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

Celia Oropeza
Curriculum Specialist
Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
60% Hispanic; 10% Black; 23% White;
3% Asian; 4% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
No criteria
English speakers:
No criteria

Recruitment procedures:
- 75% of student population comes from local attendance area
- Additional 25% are primarily siblings of students in the middle school program

Grade level(s) of the program:
K-5

Grade level increases planned:
Elementary students continue at the middle school magnet program.

Program size:

Grade level	*# of classes*	*Class size*
K	2	19
1	1	25
2	1	25
3	1	27
4	1	27
5	1	28

Funding sources:
Local school district

Program materials available to others:
- Program models
- School handbook
- Parent newsletter

Other non-native English speakers in the program:
Chinese, Portuguese, and Vietnamese

**The elementary program and middle school program each have a separate entry.*

Program Objectives:

•To provide an entry level bilingual program for elementary students who will continue through the middle school magnet program

•To develop required skills, knowledge, and cognitive abilities in the native language

•To provide second language acquisition

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	80%
2	70%
3	60%
4-5	50%

Method of separating languages for instruction:
By subject, units, individual needs, and on a weekly basis

Languages used for content area subjects and electives:
K-5—Spanish instruction:
Reading Readiness (for Spanish speakers), Social Studies, Math, Science, Art, PE, Music, Computers
K-5—English instruction:
Reading Readiness (for English speakers), Social Studies, Math, Science, Art, PE, Music, Computers

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Instructional grouping varies from total group, cooperative learning centers, and independent work according to the instructional purpose. Students are grouped by native language ability for reading and by second language ability for ESL or SSL placement. Bilingual students work in either language. Groups are flexible and students move continuously.

Percent of program teachers proficient in both languages:
86%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•2 full time bilingual aides
•5 part time bilingual aides
•1 full time bilingual language enrichment communicative skills/reading recovery specialist
•1 full time bilingual resource specialist
•2 full time bilingual language disabilities specialists
•1 part time bilingual speech/language specialist
•1 full time bilingual curriculum specialist
•2 part time bilingual amity counselors
•1 full time bilingual computer technician

Computer use:
MECC, *Claris Work*, *Apple Network*, and MacIntosh and other programs in Spanish and English

Curriculum/materials development:
Teachers and district staff have developed materials and curricula in Spanish and English.

PROGRAM EVALUATION

Evaluator:
Dr. Leonard Basurto, Director of Bilingual Education
Tucson Unified School District
1010 East 10th Street
Tucson, AZ 85719
602-882-2441

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	SLAPA
Academic achievement in English	ITBS
Attitudes	GESA Survey and follow-up training

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, classroom assistance, and parent language and computer classes
•Family Science and Math
•ESL for adults
•Teaching a particular skill in sewing or cooking

Community responses to the program:
•Large community based support

School Board's view of the program:
•Program is supported by board policy
•The district has provided funding for full time teacher assistants

Advice to start-up programs:
•Give equal status to both languages
•Program should be school-wide to include all students in the school
•Recruit qualified bilingual staff

Most important feature of the program:
•The total school environment which fosters knowledge and cognitive abilities in two languages integrated into a bilingual, multicultural curriculum

Tucson Unified School District
Tucson, Arizona

*Roskruge Bilingual Magnet Middle School**

School:
Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

Contact persons:

Conrado Gomez
Principal
Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

Carmen Campuzano
Assistant Principal
Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

Celia Oropeza
Curriculum Specialist
Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-798-2772

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1987

Ethnic/racial breakdown of school:
83% Hispanic; 2% Black; 13% White;
2% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Referral by home school or the district's bilingual department; parent request; grade level committee
English speakers:
First-come first-served through an application process and waiting list

Recruitment procedures:
- School visits
- Program orientation for students and parents
- Word of mouth by parents of students in the program
- Visits to other school sites by staff, parents, and students

Grade level(s) of the program:
6-8

Program size:

Grade level	*# of classes*	*Class size*
6	5	27
7	5	27
8	5	27

Funding sources:
Local school district

Program materials available to others:
- Program video made by teachers and students
- Brochures
- Program models
- Student handbook
- School philosophy
- Parent newsletter
- Program application

Other non-native English speakers in the program:
Portuguese

**The elementary program and middle school program each have a separate entry*

Program Objectives:

•To provide a continuity of bilingual instruction from elementary bilingual programs to a middle school bilingual program

•To develop required skills, knowledge, and cognitive abilities in two languages through the study of all subjects

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6-8 50%

Method of separating languages for instruction:
By units and by week

Languages used for content area subjects and electives:
6-8—Spanish instruction:
Language Arts, Science, Social Studies, Math, Computers, PE, Art, Drafting, Home Economics, Spanish
6-8—English instruction:
Language Arts, Science, Social Studies, Math, Computers, PE, Art, Drafting, Home Economics, ESL

Instructional grouping:
Students are integrated during four of their six classes and work in cooperative learning groups. Students are separated for ESL and SSL instruction where they are grouped by language ability.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time bilingual curriculum specialist
•2 full time bilingual learning disabilities resource specialists
•1 full time bilingual counselor
•1 full time bilingual librarian
•1 part time bilingual speech/language specialist
•1 full time bilingual reading resource specialist

Computer use:
MECC, *Claris Work*, *Logo Writer*, CD Roms, and a large variety of programs in both Spanish and English

Curriculum/materials development:
District staff have developed curricula and materials in Spanish and English.

PROGRAM EVALUATION

Evaluator:
Dr. Leonard Basurto, Director of Bilingual Education
Tucson Unified School District
1010 East 10th Street
Tucson, AZ 85719
602-882-2441

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	SLAPA
Academic achievement in English	ITBS
Attitudes	GESA Survey and follow-up training

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils, school visitations, classroom assistance, and parent language classes
- Computers
- Family Science and Math
- Carnival

Community responses to the program:
- Very positive and supportive
- There is a waiting list and large community-based support

School Board's view of the program:
- Total support as seen by the district policy on bilingual education
- Funding for full time instructional aides

Advice to start-up programs:
- Program should be school-wide to include all students
- Give equal status to both languages
- Search and employ qualified and committed staff

Most important feature of the program:
- The program's unique goal which is to promote bilingualism in all students integrating language and culture into a bilingual, multicultural curriculum

Pasadena Unified School District
Altadena, California

Altadena Two-Way Bilingual Immersion Program

School:
Altadena Elementary School
743 East Calaveras Street
Altadena, CA 91001
818-798-7878

Contact persons:
Oscar Palmer
Title VII Project Director
Altadena Elementary School
743 East Calaveras Street
Altadena, CA 91001
818-798-7878

Theresa M. Morales
Title VII Project Resource Teacher
Altadena Elementary School
743 East Calaveras Street
Altadena, CA 91001
818-798-7878

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93 (planning year); 1993-94 (instruction)

Ethnic/racial breakdown of school:
31% Hispanic; 56% Black; 10% White;
2% Asian; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
50% LEP students; target school students have preference over students from the rest of the school district
English speakers:
10% Hispanic English-only; 20% Afro-American; 20% Anglo-Caucasian; test score and willingness to participate; target school students have preference over students from the rest of the school district

Recruitment procedures:
•Program is advertised at "Back to School Night"

Grade level(s) of the program:
Pre-K-K

Grade level increases planned:
Program will expand one grade level per year through 6th grade

Program size:

Grade level	*# of classes*	*Class size*
Pre-K	1	24
K	1	32

Funding sources:
Title VII DBE Grant

Program materials available to others:
•In the process of developing materials

Program Objectives:

•To expand the program to include students from Pre-K through 6th grade

•To create a program that is linguistically and ethnically integrated

•All children will develop initial literacy skills in the target language

•All children will develop and maintain literacy in both Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K-K 90%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
Pre-K-K—Spanish instruction:
All content subjects
Pre-K-K—English instruction:
English Language Development

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students are integrated for the entire day except for English language development. Teachers use cooperative learning techniques.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time resource teacher
•1 part time community aide

Computer use:
Computer use planned for the future

PROGRAM EVALUATION

Evaluator:
Ira Nelken & Associates, Inc.
207 37th Street
Richmond, CA 94805
510-232-4981

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	Pre-LAS, LAS, SOLOM
English language proficiency	Pre-LAS, LAS, SOLOM, IPT
Academic achievement in Spanish	SABE, La Prueba
Academic achievement in English	SAT
Self-esteem/competence	Socio-cultural development observation guides
Psycho-social development	Perceived competence scale for children
Monitoring of project installation	Analysis of implementation and student progress

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•In the process of recruiting parents for parent councils, school visitations, classroom assistance, and parent language classes

Community responses to the program:
•Positive

School Board's view of the program:
•Very positive -- the school board is committed to facilitating the learning of a second language

Los Angeles Unified School District
Los Angeles, California

Korean/English Two-Way Immersion Program

Schools:

Cahuenga School
220 South Hobart Boulevard
Los Angeles, CA 90004
213-386-6303

Denker Avenue School
1620 West 162nd Street
Gardena, CA 90247
310-327-9420

Wilton Place School
745 South Wilton Place
Los Angeles, CA 90005
213-389-1181

Contact persons:

Chin H. Kim
Program Coordinator
Los Angeles Unified School District
450 North Grand Avenue, Room G-290
Los Angeles, CA 90012
213-625-6106

Craig C. Merril
Advisor
Los Angeles Unified School District
450 North Grand Avenue, Room G-290
Los Angeles, CA 90012
213-625-6106

BACKGROUND INFORMATION

Languages used in the program:
Korean/English

Year program began:
1992-93 (Cahuenga)
1993-94 (Denker Avenue and Wilton Place)

Ethnic/racial breakdown of schools:
Cahuenga:
60% Hispanic; 2.5% Black; 4.2% White; 28.2% Asian (mostly Korean); 5.1% Filipino
Denker Avenue:
37.3% Hispanic; 8.9% Black; 13.4% White; 35.6% Asian (Korean & Japanese); 1.3% Filipino; 3.4% Pacific Islander; <1% American Indian
Wilton Place:
40.1% Hispanic; 5.1% Black; 1.2% White; 49.4% Asian (mostly Korean); 2.8% Filipino; 1% Pacific Islander

Criteria for selecting and accepting students:
Korean speakers:
Age and Korean language proficiency
English speakers:
Age and English language proficiency

Recruitment procedures:
•Conferences and parent and community meetings

Grade level(s) of the program:
K

Grade level increases planned:
Program will expand one grade level per year through 6th grade at Wilton Place and through 5th grade at Cahuenga and Denker Avenue

Program size:

Grade level	*# of classes*	*Class size*
Cahuenga:		
K	1	27
Denker Avenue and *Wilton Place*		
To be determined		

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Program guidelines

Other non-native English speakers in the program:
Spanish, Tagolog

Program Objectives:

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students of similar socio-economic backgrounds in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes towards their group and other groups
- Language minority and majority students will develop a psycho-social understanding of the language, culture, and people of their group and other groups
- Language minority and majority students will develop computer literacy skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Korean is used for instruction:
K 71%
(By grade 4 instruction will be 50% in each language)

Method of separating languages for instruction:
By teacher: one teacher for each language

Languages used for content area subjects and electives:
K—Korean instruction:
Language Arts, Math, Social Studies, Science/Health, PE, Computer Science, Tutorial Project
K—English instruction:
Language Arts, Tutorial Project

Language of initial reading instruction:
Korean speakers:
Korean
English speakers:
English

Instructional grouping:
Students will be integrated for the entire day and will work in heterogeneous cooperative groups.

Percent of program teachers proficient in both languages:
100% (Cahuenga)

Percent of program staff proficient in both languages:
75% (Cahuenga)

Additional program staff:
- 1 full time advisor
- 1 full time coordinator
- 3 part time bilingual aides

Computer use:
Computer use in Korean and English (IBM and MacIntosh compatible software)

PROGRAM EVALUATION

Evaluator:
Dr. Russell N. Campbell
11250 Bunche Hall
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, CA 90024
213-825-2510

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Korean language proficiency	BINL
English language proficiency	LAS
Academic achievement in Korean	Basic Elementary-Secondary Test--Korean
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, classroom assistance, and parent language classes (at Cahuenga)

Community responses to the program:
•Exceedingly positive

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Be sure to have a planning year that focuses on parent and staff training
•Try to have a total two-way immersion school to avoid conflict and misunderstanding with non-project staff

Most important feature of the program:
•Incorporation of an interdisciplinary approach that facilitates learning through computer technology

Pomona Unified School District
Pomona, California

America 2000: Meeting the Challenge
Two-Way Bilingual Immersion Program

School:
Westmont Elementary School
1780 West Ninth Street
Pomona, CA 91766
714-397-4680

Contact persons:
Dr. Jesús Zavala
Resource Teacher
Westmont Elementary School
1780 West Ninth Street
Pomona, CA 91766
714-397-4680 or 397-5078

Anita Solza
Principal
Westmont Elementary School
1780 West Ninth Street
Pomona, CA 91766
714-397-4680

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
69% Hispanic; 8.8% Black; 16.1% White; 4.9% Asian; 1% Pacific Islander

Criteria for selecting and accepting students:
Spanish and English Speakers:
Parental consent; score of C or above on the IPT in either English or Spanish

Recruitment procedures:
- Parents of new K-1 students are informed of the program at enrollment time; if interested, students take the IPT and with a score of C or above are then invited to participate in the program
- Principals of the Pomona Unified School District elementary schools are informed of the program and are given informational flyers to distribute to interested parents

Grade level(s) of the program:
K-1

Grade level increases planned:
Program will expand one grade level per year through 6th grade

Program size:

Grade level	*# of classes*	*Class size*
K	1	30
1	1	30

Funding sources:
Title VII DBE Grant (funded in 1992)

Program materials available to others:
- Informational sheets

Program Objectives:

•To develop high levels of proficiency in the students' first language

•To achieve high levels of proficiency in the students' second language

•To have students perform academically at or above grade level in both languages

•To demonstrate positive cross-cultural attitudes and behavior

•To provide appropriate staff development for the program teachers and instructional aides

•To promote parent education, communication, support and involvement

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 90%

Method of separating languages for instruction:
By teacher: Spanish is used by the program teacher and English is provided by the paired teacher

Languages used for content area subjects and electives:
K-1–Spanish instruction:
Language Arts, Math, History/Social Studies
K-1–English instruction:
English Language Development

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students work in cooperative learning groups.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
70%

Additional program staff:
•2 part time bilingual aides
•1 part time monolingual aide (English)
•1 full time resource teacher
•1 full time clerk typist
•2 monolingual English paired teachers

Computer use:
Magic Slate word processing program in Spanish for 1st grade

PROGRAM EVALUATION

Evaluator:
Kathryn Lindholm
San Jose State University
School of Education
San Jose, CA 95192
408-924-3752

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	IPT, SOLOM
English language proficiency	IPT, SOLOM
Academic achievement in Spanish	SABE, Pomona USD Kindergarten Assessment
Academic achievement in English	CTBS-4, Pomona USD Kindergarten Assessment
Self-esteem/competence	Coopersmith

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Classroom assistance and parent language classes
- Parent Advisory Council

Community responses to the program:
- Very positive -- some parents from other school districts want to have the same type of program implemented in their child's school

Advice to start-up programs:
- Choose your staff well

Most important feature of the program:
- Supportive principal
- Good training and preparation as well as follow-up assistance
- A network with other bilingual developmental programs for support

Capistrano Unified School District
San Clemente, California

Capistrano Two-Way Language Development Program

School:
Las Palmas Model Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

Contact persons:
Doug Kramer
Principal
Las Palmas Model Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

Jody Wiencek
Title VII Project Coordinator
Las Palmas Model Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93 (planning year)

Ethnic/racial breakdown of school:
40% Hispanic; 4% Black; 56% White; <1% Asian

Criteria for selecting and accepting students:
To be determined

Recruitment procedures:
To be determined

Program Objectives:
To be determined

Grade level(s) of the program:
K-2

Grade level increases planned:
Program will expand one grade level per year

Program size:
To be determined

Funding sources:
Title VII DBE Grant; district funds

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	80-90%

Other features:
To be determined

PROGRAM EVALUATION

Evaluator:
Kathryn Lindholm
San Jose State University
School of Education
San Jose, CA 95192
408-924-3752

Evaluation components and procedures:
To be determined

COMMUNITY SUPPORT AND VIEWPOINT

Community responses to the program:
•The community is looking forward to the program

School Board's view of the program:
•Very supportive

San Diego City Schools
San Diego, California

Biliterate Program

School:
Washington Elementary School
1734 Union Street
San Diego, CA 92101
619-525-7475

Contact persons:

Gisela Baranda
Resource Teacher
Washington Elementary School
1734 Union Street
San Diego, CA 92101
619-525-7475

Cecilia Fernandez
Principal
Washington Elementary School
1734 Union Street
San Diego, CA 92101
619-525-7475

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
88% Hispanic; 1.5% Black; 9% White;
1.5% Other

Criteria for selecting and accepting students:
Spanish and English speakers:
No criteria

Recruitment procedures:
•Program does not recruit because local students attend the school

Grade level(s) of the program:
K-6

Program size:

Grade level	*# of classes*	*Class size*
K	2	30
1	2	30
2	2	30
3	2	30
4	2	30
5	2	30
6	2	30

Funding sources:
District Integration Funds

Other non-native English speakers in the program:
Chinese, Albanian

Program Objectives:

•To raise the literacy rates of students

•To give both English and Spanish equal status

•To develop linguistic competence in all students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-6 50%

Method of separating languages for instruction:
By alternate day for specials; by teacher preference/student needs for core subjects

Languages used for content area subjects and electives:
Instruction is primarily done in small groups and in learning centers. Students receive math and language arts in their native language. Students receive social studies and science in their native language and reinforcement in their second language through peer tutoring and learning centers. Art, music, and PE are taught in Spanish and English on alternating days.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated for instruction except for math and language arts. Classrooms use cooperative learning, peer tutoring, learning centers, and small group instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 part time bilingual aide
•1 full time resource teacher
•2 part time counselors
•1 part time psychologist

PROGRAM EVALUATION

No information at this time

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, and classroom assistance

Community responses to the program:
•Positive

School Board's view of the program:
•The board has endorsed the program

Advice to start-up programs:
•Take a year to plan the program
•Conduct extensive in-service training focused on helping teachers adjust to a new teaching perspective
•Keep in mind that the core of teaching is about students as whole learners and future citizens

Alum Rock Union School District
San Jose, California

Project ALAS (Academics and Language Acquisition in Spanish)

School:
Meyer School
1824 Daytona Drive
San Jose, CA 95122
408-258-8208

Contact persons:
Norma Fierro
Bilingual Director
Alum Rock Union School District
2930 Gay Avenue
San Jose, CA 95127
408-258-4923 x376

Eva Ruth
Title VII Resource Teacher
Meyer School
1824 Daytona Drive
San Jose, CA 95122
408-258-4923 x685

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93 (planning year); 1993-94 (instruction)

Ethnic/racial breakdown of school:
69% Hispanic; 4% Black; 8% White;
6% Asian; 3% American Indian; 8% Filipino;
1% Pacific Islander

Criteria for selecting and accepting students:
Spanish speakers:
Must be fluent in Spanish and must have parent consent to participate
English speakers:
Must be fluent in English and must have parent consent to participate; English speakers will be accepted for grades K-1 only (exceptions considered on an individual basis)

Recruitment procedures:
•Monthly parent meetings

Grade level(s) of the program:
K-1

Grade level increases planned:
Program will begin with K-1 and then expand one grade level per year

Program size:

Grade level	*# of classes*	*Class size*
K (projected)	1	30
1 (projected)	1	30

Funding sources:
Title VII DBE Grant with a gradual assumption of program costs by the Alum Rock School District

Program materials available to others:
•In the process of acquiring videos, program guidelines, and assistance from San Jose State University
•In the process of developing brochures and newsletters

Program Objectives:

•To develop superior academic excellence and full bilingualism

•To develop competency in challenging subject matter including English, mathematics, science, history, and geography

•To ensure all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy

•To develop literacy, knowledge, and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship

•To foster positive cross-cultural attitudes towards the communities that the two languages represent

•To foster positive self-esteem for all participating students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	80%
2	70%
3	60%

Method of separating languages for instruction:
By subject and team teaching

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Spanish Language Arts, PE, Social Studies, Music, Art, Story Time, Handwriting, Reading
K-1—English instruction:
English Language Arts
2—Spanish instruction:
Administrative Tasks, Spanish Language Arts, Social Studies, Music, Art, Math, Science, PE
2—English instruction:
English Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students will work in heterogeneous mixed language groups, cooperative groups, and in pairs where peer patterns may vary.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
86%

Additional program staff:
•6 full time bilingual aides
•1 full time resource teacher
•1 part time special projects assistant

Computer use:
Jostens Learning Program in Spanish

PROGRAM EVALUATION

Evaluator:
Dr. Alexander Sapiens
San Jose State University
One Washington Square
San Jose, CA 95124
408-924-3760

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS, SOLOM, IPT
English language proficiency	LAS, SOLOM, IPT
Academic achievement in Spanish	Aprenda
Academic achievement in English	Stanford
Self-esteem/competence	To be determined
Attitudes	To be determined

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils, school visitations, classroom assistance, and parent language classes are being planned
- Bilingual Site Advisory Committee has been established
- Parent-teacher collaboration workshops are being developed

School Board's view of the program:
- The district's Board of Trustees has taken a proactive role in meeting the new challenges provided to schools by the changing student population

Woodland Joint Unified School District
Woodland, California

Junior High School Developmental Bilingual Education Project

School:
Lee Junior High School
520 West Street
Woodland, CA 95695
916-662-0251

Contact persons:

Rosendo Garcia
Director of Bilingual Education
Woodland Joint Unified School District
526 Marshall Avenue
Woodland, CA 95695
916-662-0201 x312

Gloria Ulloa Rodriguez
Bilingual Resource Teacher
Lee Junior High School
520 West Street
Woodland, CA 95695
916-662-0201

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
38% Hispanic; 58% White; 4% Other

Criteria for selecting and accepting students:
Spanish speakers:
Students from the K-6 feeder school as well as other LEP students
English speakers:
Students from the K-6 feeder school as well as other EO students

Recruitment procedures:
•Students from the district's K-6 feeder school continue their developmental program at Lee Junior High

Grade level(s) of the program:
7-9

Grade level increases planned:
Program will expand one grade level per year

Program size:

Grade level	*# of classes*	*Class size*
7	1	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
•In the process of developing

Program Objectives:

•To develop high levels of proficiency in the students' primary language

•To develop high levels of proficiency in the students' second language

•To develop a high level of proficiency in math and science

•To develop academic achievement in other subject areas

•To demonstrate positive cross-cultural attitudes and behaviors

•To show evidence of high levels of psycho-social competence

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
7 50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
7—Spanish instruction:
Language Arts, Social Studies
7—English instruction:
Math, Science, Electives

Instructional grouping:
Students are integrated for instruction except for PE and electives. Grouping techniques include pairs, dyads, and cooperative learning models such as *Tribes* and *Complex Instruction.*

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•2 part time bilingual aides
•1 full time resource specialist

Computer use:
Apple/MacIntosh programs: *Microword, Microworks*, and *Logo* in English and Spanish

Curriculum/materials development:
Complex Instruction/Global Education developed by Stanford University

PROGRAM EVALUATION

Evaluator:
Dr. Thomas Lopez
9668 Elmira Circle
Sacramento, CA 95827
916-363-7150

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	SOLOM, IPT
English language proficiency	SOLOM, IPT
Academic achievement in Spanish	SABE, Authentic assessment
Academic achievement in English	CTBS, Authentic assessment
Self-esteem/competence	Student surveys
Attitudes	Student surveys
Writing	Holistic measures
Complex Instruction	Stanford Assessment Program, Teacher/student observations and graphs

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils, school visitations, and parent language classes
- Project Immersion Parent Group
- Bilingual Advisory Group
- PTA
- Assistance with fundraisers, fieldtrips, and the arts such as Ballet Folklorico

Community responses to the program:
- Very favorable
- Parental involvement is greater than other bilingual programs
- Professional community (teacher, professors, businesses) very interested in this program

School Board's view of the program:
- Very favorable and supportive

Advice to start-up programs:
- Start off one grade at a time to provide for sufficient training and material acquisition
- Community involvement is extremely important
- Keep standards (especially target language proficiency) high
- Important to maintain a multicultural program that emphasizes the target culture at all times

Most important feature of the program:
- Complex Instruction
- Biliteracy

Windham Public Schools
Windham, Connecticut

Bilingual Enrichment Program

School:
Windham Center
Route 14
Windham, CT 06226
203-423-8401

Contact persons:

Jean Romano
Director of Bilingual Education
Windham Public Schools
322 Prospect Street
Willimantic, CT 06226
203-423-8401 x225

Dr. Richard Silverman
Director of Grants
Windham Public Schools
322 Prospect Street
Willimantic, CT 06226
203-423-8401 x214

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993 (January)

Ethnic/racial breakdown of school:
28% Hispanic; 72% Other

Criteria for selecting and accepting students:
Spanish speakers:
Parent interest; teacher recommendation; good language skills
English speakers:
Parent interest; student interest; teacher recommendation; good language skills

Grade level(s) of the program:
K

Grade level increases planned:
Program will increase one grade level per year through 5th grade

Program size:

Grade level	*# of classes*	*Class size*
K	2	18

Funding sources:
Local Educational Authority

Recruitment procedures:
- Materials distributed to kindergarten parents
- Town meeting
- Follow-up information sent to those who expressed interest

Program Objectives:

•Bilingual, bicultural, and biliterate students ready to function with native fluency at the middle school and high school in English and Spanish

•The curriculum of the district will be covered by program students

•A parent component will be an integral part of the project with bilingualism as a goal

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 50%

Method of separating languages for instruction:
Paired teachers (one bilingual and one monolingual English); pilot year only will be self contained kindergarten with the same skills targeted in both languages

Languages used for content area subjects and electives:
K—Spanish instruction:
Readiness skills
K—English instruction:
Readiness skills

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Projected formal reading in first grade will be in students' native language where students will be separated for initial reading instruction. Whole language readiness will be bilingual.

Percent of program teachers proficient in both languages:
50%

Additional program staff:
•Each team will have a bilingual aide

Computer use:
Computers use in both languages

PROGRAM EVALUATION

Evaluator:
To be determined

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS-O
English language proficiency	LAS-O
Academic achievement in Spanish	Concepts in Print
Academic achievement in English	Concepts in Print
Self-esteem/competence	To be determined
Attitudes	To be determined
Longitudinal Tracking	Key Math at grade 2, Connecticut Mastery Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, classroom assistance, and parent language classes

Community responses to the program:
•The interest and demand have been very positive; a large number of parents have requested information

School Board's view of the program:
•Very supportive -- three members are on the Two-Way Committee

Advice to start-up programs:
•Keep strong media ties to publicize progress
•Involve parents immediately

Most important feature of the program:
•Community and board support
•The two-way trend is the best approach to improving the education of LEP children, giving respect and dignity to speakers of other languages, and helping all children in many ways

Dade County School District
Miami, Florida

Two-Way Bilingual Education Program

School:
Marjory Stoneman Douglas Elementary School
11901 SW Second Street
Miami, FL 33184
305-226-4356

Contact persons:

Delio G. Diaz
Principal
Marjory Stoneman Douglas Elementary School
11901 SW Second Street
Miami, FL 33184
305-226-4356

Cindy Soell
Lead Teacher
Marjory Stoneman Douglas Elementary School
11901 SW Second Street
Miami, FL 33184
305-226-4356

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
93% Hispanic; 1% Black; 6% White

Criteria for selecting and accepting students:
Spanish and English speakers:
Students who live in the attendance boundary for the school are automatically accepted into the program

Grade level(s) of the program:
Pre-K-5

Program size:

Grade level	*# of classes*	*Class size*
K	8	25
1	7	27
2	7	31
3	7	31
4	6	31
5	7	33

Funding sources:
Dade County School Board

Program materials available to others:
•Program newsletter
•Organizational guidelines

Other non-native English speakers in the program:
Japanese

Program Objectives:

- To produce students of Spanish language and English language backgrounds who are proficient in both languages
- To produce students who can compete in the labor market and become productive members in a multilingual and multicultural society

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 40%

Method of separating languages for instruction:
By teacher: bilingual teachers who deliver instruction in both languages and team teaching

Languages used for content area subjects and electives:
K-5–Spanish instruction:
Language Arts, Social Studies, Science, Mathematics, Health and Safety
K-5–English instruction:
English, ESOL, Science, Social Studies, Mathematics, Health and Safety

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped according to their ESOL levels.

Percent of program teachers proficient in both languages:
66%

Percent of program staff proficient in both languages:
89%

Additional program staff:
- 10 part time bilingual aides
- 2 full time media specialists
- 3 full time ESOL teachers
- 1 full time exceptional education teacher
- 1 full time speech pathologist
- 2 full time counselors

Computer use:
TALL software by Jostens is used in both English and Spanish

Curriculum/materials development:
Dade County Public Schools curriculum in Spanish and English

PROGRAM EVALUATION

Evaluator:
Dade County Public Schools
Office of Educational Accountability
1450 NE Second Avenue
Miami, FL 33184
305-995-1000

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	Santillana
English language proficiency	Stanford
Academic achievement in Spanish	Santillana, Teacher developed tests
Academic achievement in English	Stanford

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Classroom assistance and fund raising

Community responses to the program:
•The community is very pleased that the children are acquiring a second language while maintaining and improving proficiency in their native language

School Board's view of the program:
•The school board is very pleased with the program and provides continuing support as necessary

Advice to start-up programs:
•To insure that the community supports the goals and objectives of the school as they relate to the bilingual education program

Most important feature of the program:
•The commitment of the school board, school staff, administrators, and the parents makes the program an outstanding vehicle for the delivery of bilingual instruction

Boston Public Schools
Dorchester, Massachusetts

Compañeros/Companions

School:
John Marshall School
35 Westville Street
Dorchester, MA 02124
617-436-3130

Contact persons:
Teresa Harvey-Jackson
Director of Instruction
John Marshall School
35 Westville Street
Dorchester, MA 02124
617-436-3130

Ana Maria Porrata-Doria
Bilingual Teacher
John Marshall School
35 Westville Street
Dorchester, MA 02124
617-436-3130

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
31% Hispanic; 60% Black; 4% White;
4% Asian; 1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Automatically accepted into program
English speakers:
Parent request and/or teacher recommendation

Recruitment procedures:
•Recruitment letter
•School brochures
•Parent referral and recommendation

Grade level(s) of the program:
K-3

Grade level increases planned:
Program will expand to 4th grade in 1993-94 and 5th grade in 1994-95

Program size:

Grade level	*# of classes*	*Class size*
K1 (4 year olds)	2	25
K2 (5 year olds)	3	25
1	2	25
2	2	25
3	2	25

Funding sources:
Boston Public Schools

Program materials available to others:
•Brochures
•Articles in parent newsletters

Other non-native English speakers in the program:
Vietnamese

Program Objectives:

•To foster positive, caring attitudes between native English-speaking students and LEP students

•To build an understanding and acceptance of cultural diversity by discussing values, customs, and individual worth

•To develop students' ability to speak and understand each other in both Spanish and English

•To have students learn subject matter in their second language in addition to learning Spanish and English as a second language

•To ensure that students maintain grade appropriate academic skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K1-K2	50%
1-3	25%

Method of separating languages for instruction:
By alternate days for K2; by teacher for K1, 1-3; students receive the majority of their math and reading instruction in their native language

Languages used for content area subjects and electives:
K1—Spanish and English instruction:
Colors, Numbers, Letters, Songs, Poems, Directions
K2—Spanish and English instruction:
Reading Readiness, Vocabulary, Social Studies, Math
1—Spanish instruction:
SSL (for English speakers), Reading (for Spanish speakers), thematic units in Science, Social Studies, and Math
1—English instruction:
ESL (for Spanish speakers), Reading (for English speakers), thematic units in Science, Social Studies, and Math
2-3—Spanish instruction:
Math, Reading, thematic units in Science, Geography, and Social Studies
2-3—English instruction:
Math, Reading, thematic units in Science, Geography, and Social Studies

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Teachers use cooperative learning and peer/buddy matching with one Spanish speaker and one English speaker.

Percent of program teachers proficient in both languages:
55%

Percent of program staff proficient in both languages:
60%

Additional program staff:
•2 full time bilingual aides
•1 full time resource teacher
•1 full time ESL teacher
•1 part time ESL teacher

Computer use:
Writing to Read (IBM) in Spanish and English

Curriculum/materials development:
Two-way bilingual teachers and the Director of Instruction have developed thematic units for social studies, science, and geography that integrate skill units for reading and math in English and Spanish. Thematic units include the Rain Forest, Dinosaurs, Housing, Architecture, Vietnamese in America, and the Dominican Republic.

PROGRAM EVALUATION

Evaluator:
John Marshall School
35 Westville Street
Dorchester, MA 02124
617-436-3130

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Academic achievement in Spanish	Aprenda, CRT (reading and math)
Academic achievement in English	CRT (reading and math), MAT
Self-esteem/competence	Sociogram, Questionnaire
Attitudes	Sociogram, Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils, school visitations, and classroom assistance
- Parents cook food from their cultural backgrounds for children, share traditions with students, and participate in productions which foster better understanding of their diverse backgrounds

Community responses to the program:
- The community (with a large Hispanic population) values the program's goal to produce bilingual students

School Board's view of the program:
- Positive, but has not committed to supplying additional necessary funds

Advice to start-up programs:
- Continuing resources are critical to the success and sustenance of the program
- Teachers need to have bilingual paraprofessionals and materials to support the program in both languages

Most important feature of the program:
- Commitment on the part of the administration and two-way bilingual teachers
- Enthusiasm of parents and students

Springfield School District
Springfield, Massachusetts

Two-Way Bilingual Program

School:
Elias Brookings School
367 Hancock Street
Springfield, MA 01105
413-787-7200

Contact persons:

Dr. Mary Anne Herron
Principal
Elias Brookings School
367 Hancock Street
Springfield, MA 01105
413-787-7200

David Grosbeck
Bilingual Department Supervisor
Springfield School Department
195 State Street
Springfield, MA 01103
413-787-7160

BACKGROUND INFORMATION

Languages used in the program:
Russian/English

Year program began:
1991

Ethnic/racial breakdown of school:
30% Hispanic; 33.6% Black; 36.2% White; <1% Asian

Criteria for selecting and accepting students:
Russian speakers:
Students must speak Russian
English speakers:
Students must speak English

Recruitment procedures:
- School Fair, held every March, allows parents the opportunity to learn about the various programs offered by each school in the city
- Parents apply for their children to enter the program

Grade level(s) of the program:
K-1

Grade level increases planned:
Program will expand to 2nd grade in 1993-94

Program size:

Grade level	*# of classes*	*Class size*
K	1	34
1	1	30

Funding sources:
Massachusetts State Chapter 636

Program Objectives:

- To provide a learning environment which ensures developmentally appropriate practices
- To create a positive educational setting where all children have the opportunity to learn in two languages
- To foster an appreciation of one's own cultural heritage and to continue to develop an understanding of the language and culture of others
- To develop a high level of proficiency in a second language while making normal progress in the students' first language

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Russian is used for instruction:

K	50%
1	40%

Method of separating languages for instruction:
By teacher teams -- each classroom has a Russian-speaking and an English-speaking teacher

Languages used for content area subjects and electives:
K—Russian instruction:
Math, Reading, Music, Science, Social Studies, RSL (for English speakers)
K—English instruction:
PE, Art, Music, Library, Math, Reading, Social Studies, Science, ESL (for Russian speakers)
1—Russian instruction:
Math, Reading, Science, Social Studies, RSL (for English speakers)
1—English instruction:
PE, Art, Music, Library, Science, Social Studies, Math, Reading, ESL (for Russian speakers)

Language of initial reading instruction:
Russian speakers:
Russian
English speakers:
English

Instructional grouping:
Students are integrated for content instruction except for two thirty minute work periods. In the first work period Russian students receive instruction in Russian and English students receive instruction in English. In the second work period Russian students receive ESL and English students receive RSL. Teachers use cooperative learning techniques and pair Russian and English children to complete different activities

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
14%

Additional program staff:
- 1 full time bilingual aide
- 1 full time monolingual aide (English)
- 1 part time ESL teacher
- 1 full time art teacher
- 1 full time PE teacher
- 1 full time librarian

PROGRAM EVALUATION

Program is not currently undergoing evaluation.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, and parent language classes

Community responses to the program:
•Many parents want their children involved in the program
•Parents are excited about the second language their children are learning

School Board's view of the program:
•Interested

Advice to start-up programs:
•Preparation is needed for the process
•Teachers need to see the model in action at another school that already has the program in place

Most important feature of the program:
•Teachers, families, and students are interested in the program and in language development

Detroit Public Schools
Detroit, Michigan

The Academy of the Americas Two-Way Language Immersion School

School:
The Academy of the Americas
5680 Konkel
Detroit, MI 48209
313-894-3637

Contact persons:
Berna Ravitz
Principal
The Academy of the Americas
5680 Konkel
Detroit, MI 48209
313-894-3637

Lydia Lopez Engel
Program Implementer
The Academy of the Americas
5680 Konkel
Detroit, MI 48209
313-894-3637

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
60% Hispanic; 33% Black; 7% White

Criteria for selecting and accepting students:
Spanish speakers:
40% Spanish speakers

Recruitment procedures:
- Advertising for all schools of choice in the local papers
- Program is promoted at a community fair

Grade level(s) of the program:
Pre-K-1*

Grade level increases planned:
Program will expand one grade level per year

Program size:

Grade level	*# of classes*	*Class size*
Pre-K	4	18
K	3	27
1	2	25

Funding sources:
Board of Education Funds

**The program also operates a FLAR Program (Family Literacy and Resources) for infants to pre-school age children while parents are in Adult Education Classes. There are up to ten children with one teacher and two assistants. The program uses the high scope curriculum with the children with half of the instruction delivered in English and half in Spanish.*

Program Objectives:

•Proficiency in Spanish and English

•Average to superior progress in achieving the objectives of the elementary school curriculum

•Appreciation for the art, music, and literature of other cultures while developing an understanding toward other people

•High self-esteem and the ability to work and play cooperatively

•High creativity and mental flexibility

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K	50%
K-1	80%
2 *(planned)*	80%
3 *(planned)*	70%
4 *(planned)*	60%
5 *(planned)*	50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
Pre-K—Spanish & English instruction:
All subjects are taught in both languages
K-1–Spanish instruction:
Social Studies, Art, Music, Spanish Language Arts, Reading, Math
K-1–English instruction:
Reading/English Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated except for reading instruction. Teachers conduct whole and small group instruction.

Percent of program teachers proficient in both languages:
88%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•4 full time bilingual aides
•1 full time program implementer

PROGRAM EVALUATION

Evaluator:
District Evaluation

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	To be determined
English language proficiency	To be determined
Academic achievement in Spanish	To be determined
Academic achievement in English	To be determined

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•ESL classes, GED classes, and SSL classes in the future

Community responses to the program:
•Very positive

School Board's view of the program:
•Positive

Advice to start-up programs:
•Allow at least a year for planning before implementation

Most important feature of the program:
•A dedicated, hand-picked staff
•Supportive group of parents (62% of them attended the first open house)

Atlantic City Public Schools
Atlantic City, New Jersey

Two-Way Bilingual Education Program

School:
New Jersey Avenue School
New Jersey & Atlantic Avenues
Atlantic City, NJ 08401
609-343-7290

Contact persons:
Dorothy Bullock
Principal
New Jersey Avenue School
New Jersey & Atlantic Avenues
Atlantic City, NJ 08401
609-343-7290

José Almanza
Supervisor of Curriculum and Instruction
Atlantic City Public Schools
1809 Pacific Avenue
Atlantic City, NJ 08401
609-343-7203

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
25% Hispanic; 75% Black

Criteria for selecting and accepting students:
Spanish and English speakers:
Language, ethnicity, and space factors

Recruitment procedures:
•Students recruited through the magnet schools

Grade level(s) of the program:
K-1

Grade level increases planned:
Program will expand one grade level per year

Program size:

Grade level	*# of classes*	*Class size*
K	2	25
1	2	25

Funding sources:
Local, state, and federal funds

Program materials available to others:
•In the process of developing materials

Program Objectives:

•To make two groups of children from two diverse linguistic references proficient in each other's language as well as their own

•To promote foreign language acquisition and mastery through early exposure in immersion settings

•To promote cooperation, understanding, and respect across cultural and linguistic boundaries

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 50%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
K-1–Spanish instruction:
Social Studies, Science, Reading (for native speakers), Music, Art
K-1–English instruction:
Math, Reading (for native speakers), Music, Art, Physical Education

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are separated for reading instruction. Within the class, teachers use cooperative learning as a reference for grouping and skill levels.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•2 full time ESL instructors

Computer use:
In the process of evaluating *CMI* by Jostens in Spanish

PROGRAM EVALUATION

Evaluator:
Burrell Associates
58 Railroad Avenue
Woodbury, NJ 08096
609-848-3410

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAB (Spanish)
English language proficiency	LAB (English)
Academic achievement in Spanish	SABE, La Prueba
Academic achievement in English	MAT-6
Self-esteem/competence	Local instrument
Attitudes	Local instrument

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils and classroom assistance

Community responses to the program:
•Very receptive to the idea

School Board's view of the program:
•The school board supports the program

Advice to start-up programs:
•Start with serious planning, including thorough staff training and community awareness
•Have parents and staff buy into the program
•Implement the program one step at a time

Most important feature of the program:
•The early, intense exposure to a target language and the mutual support of students to learn each other's language

Greater Amsterdam School District
Amsterdam, New York

Two-Way Bilingual Education Planning Grant

School:
Site not yet determined

Contact persons:

Janice Dyer
Director of Secondary Instruction
Greater Amsterdam School District
11 Liberty Street
Amsterdam, NY 12010
518-843-5233

Marcia Klug
ESL Coordinator
Marie Curie Elementary School
Brice Street
Amsterdam, NY 12010
518-843-2871

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93 (planning year)

Ethnic/racial breakdown of district:
18% Hispanic; 2% Black; 79% White;
<1% Asian; <1% American Indian/Alaskan Native

Criteria for selecting and accepting students:
Spanish and English speakers:
Consideration is being given to having a random lottery system; other options will be explored through the planning grant

Recruitment procedures:
- Parent and staff involvement, as a part of planing process, will determine recruitment practices

Grade level(s) of the program:
K

Funding sources:
New York State Education Department Two-Way Bilingual Planning Grant

Program materials available to others:
- Committee will develop these materials as part of the planning process

Program Objectives:

•To instill linguistic and cognitive skills in children in more than one language

•To develop a greater understanding and appreciation of more than one culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

No information at this time.

PROGRAM EVALUATION

No information at this time.

COMMUNITY SUPPORT AND VIEWPOINT

No information at this time.

Fallsburg Central School District
Fallsburg, New York

Two-Way Bilingual Education Planning Grant

School:
Benjamin Cosor Elementary School
Box AE
Fallsburg, NY 12733
914-434-4110

Contact persons:
Carol Cocozzella
Project Director and District Coordinator
of ESOL Program
Benjamin Cosor Elementary School
Box AE
Fallsburg, NY 12733
914-434-4110 x214

Luis Garrido
Project Co-Director
Fallsburg Junior-Senior High School
Box AH
Fallsburg, NY 12733
914-434-6800

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93 (planning year)

Ethnic/racial breakdown of school:
17% Hispanic; 2% Black; 80% White; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
Students are identified as LEP in accordance with Part 154 of the Regulations of the New York State Commissioner of Education
English speakers:
Average intelligence and age appropriate social development (determined through testing and interviews)

Recruitment procedures:
•Parental referrals
•Testing
•Board of Education presentations
•General public informational meetings

Grade level(s) of the program:
K-2

Program size:
Not yet determined

Funding sources:
New York State Education Department Two-Way Bilingual Planning Grant

Program materials available to others:
•Program guidelines

Program Objectives:

•For Spanish-speaking LEP students to benefit from a developmental content area educational program in Spanish

•For English-speaking students to benefit from contact with the Spanish language, literature, and culture(s)

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of program teachers proficient in both languages:
50%

All other instructional and staffing features to be determined

PROGRAM EVALUATION

To be determined

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, and parent language classes
•Two-way bilingual education 'shareholder' group meetings which include parents of both LEP and EP students

Community responses to the program:
•Receptive

School Board's view of the program:
•Supportive

South Huntington School District
Huntington, New York

Dual Language Enrichment Program

School:
Oakwood Primary Center
264 West 22nd Street
Huntington, NY 11743
516-673-1656

Contact persons:

Mary Ann Sacks
Program Director
Dual Language Enrichment Program
60 Weston Street
Huntington Station, NY 11746
516-673-1649

Sheila Montague
Principal
Oakwood Primary Center
264 West 22nd Street
Huntington, NY 11743
516-673-1656

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
5.7% Hispanic; 8.8% Black; 80.4% White;
5.1% Indian/Alaskan/Asian

Criteria for selecting and accepting students:
Spanish speakers:
Students are screened and enrolled in program by parent choice and by meeting eligibility requirements of Part 154 of the Regulations of the New York State Commissioner of Education
English speakers:
Students enrolled through participation in a lottery system; equal numbers of males and females are enrolled

Grade level(s) of the program:
K

Grade level increases planned:
Program will expand one grade level per year through 2nd grade

Program size:

Grade level	*# of classes*	*Class size*
K	1	27

Funding sources:
New York State Education Department Two-Way Bilingual Grant

Recruitment procedures:
- LEP: English language screening per Part 154 of the Regulations of the New York State Commissioner of Education
- EP: parent choice by lottery following a general information meeting

Program Objectives:

- LEP students who have been in the program for less than three years and have not achieved oral proficiency in English will demonstrate a mean gain of 10 NCE's between pre and post testing as measured by the English speaking subtest of the BINL
- LEP students will demonstrate competency in reading readiness in Spanish and will achieve a passing grade in math, social studies, and science in Spanish
- EP students who have been in the program for less than three years and have not achieved oral proficiency in Spanish will demonstrate a mean gain of 10 NCE's between pre and post testing as measured by the Spanish speaking subtest of the BINL
- EP students will demonstrate a mean gain of 5 NCE's in each grade as measured by pre and post testing on the reading subtest of the norm-referenced district-wide CAT
- EP students will achieve a passing grade in social studies, science, and math in English and will demonstrate a mean gain of 5 NCE's in each grade as measured by pre and post testing on the math subtest of the CAT
- Program staff will attend conferences and participate in seminars to strengthen and enhance the program
- Parents will become involved in their child's education including assistance in the development of the LEP/EP program as well as become more knowledgeable of the child's target language

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:
K 80%

EP students:
K 10%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K (LEP)—Spanish & English instruction:
Math, Reading Readiness, Language Arts
K (LEP)—Spanish instruction:
Science, Social Studies
K (EP)—Spanish & English instruction:
Language Arts, Science, Math
K (EP)—English instruction:
Reading/Language Development, Social Studies

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction by language and are then integrated as a whole for specific times of the day.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
- 1 part time director
- 2-3 part time parent consultants
- Several part time in-service/consultants

Computer use:
IBM *Writing to Read* and *VALE* math programs in Spanish and English

Curriculum/materials development:
Teachers are in the process of developing integrated content units in both Spanish and English based on South Huntington's adaptation of New York State kindergarten curricula.

PROGRAM EVALUATION

Evaluator:
Dr. Charles Coletti
65 Lafayette Drive
Port Chester, NY 10573
914-937-0679

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	BINL
English language proficiency	BINL, MAC
Academic achievement in Spanish	Teacher Assessment
Academic achievement in English	CAT

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- School visitations, classroom assistance, parent language classes, and parent support group
- District is developing a position for a bilingual resource parent liaison to be responsible for several parent activities including workshops, home visits, organizing ESL/SSL classes for parents, PTA meetings, and Parent's Night

Community responses to the program:
- Extremely supportive
- Over 70 EP families participated in the parent choice lottery for 12 EP spaces in the program

School Board's view of the program:
- Extremely supportive

Advice to start-up programs:
- Research the various models
- Involve the support of all participants, i.e., parents, administrators, teachers, students, etc.
- Select staff carefully

Most important feature of the program:
- Cooperation and commitment of all of those involved
- The entire school district and community are thrilled to be involved in this program

Community School District 19
Brooklyn, New York

Project STEPS

School:
IS #302
350 Linwood Street
Brooklyn, NY 11208
718-647-9500

Contact persons:
Maria Reinertsen
Project Coordinator
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

Frances Camacho
Bilingual/ESL Programs Coordinator
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93 (planning year)

Ethnic/racial breakdown of school:
62% Hispanic; 38% Other

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below the 40th percentile on the LAB
English speakers:
Students who score above the 41st percentile on the LAB

Recruitment procedures:
- Questionnaires
- Parental permission for students who meet the criteria to participate in the program

Grade level(s) of the program:
6-8

Grade level increases planned:
Program will begin with 7th grade the first year, expand to 8th grade the second year, and will include 6th grade in the third year

Program size:

Grade level	*# of classes*	*Class size*
6	1	30
7	1	30
8	1	30

Funding sources:
Title VII DBE Grant; New York City Tax Levy Funds

Program Objectives:

•To develop high levels of proficiency in the first and second language

•To assist students in developing an overall appreciation of each other's culture -- their differences and similarities

•To provide parents with increased opportunities to interact and participate with school personnel for the betterment of their children's education

•To provide staff with the professional development needed to effectively implement the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6-8 50%

Method of separating languages for instruction:
By alternate week

Languages used for content area subjects and electives:
6-8—Spanish instruction:
All content areas
6-8—English instruction:
All content areas

Instructional grouping:
Students will be integrated for instruction except for ESL and SSL instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•2 full time bilingual aides
•1 full time resource teacher

Computer use:
Computer use will be in Spanish and English

Curriculum/materials development:
All two-way programs are mandated to follow New York State Curriculum.

PROGRAM EVALUATION

Evaluator:
Academic Enterprises, Inc.
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAB
English language proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	DRP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent advisory councils and parent language classes (ESL and SSL)
- Daily workshops on parenting skills

Community responses to the program:
- Very good -- the community is excited

School Board's view of the program:
- Positive

Advice to start-up programs:
- To maintain continuity at the middle school level, the program should first be implemented at the elementary school so that students can feed into the middle school program

Community School District 22
Brooklyn, New York

Two-Way Russian Bilingual Planning Grant

School:
Site not yet determined

Contact person:
Lorraine Donlon
ESL/Bilingual Coordinator
CSD 22
2525 Haring Street
Brooklyn, NY 11235
718-368-8038

BACKGROUND INFORMATION

Languages used in the program:
Russian/English

Funding sources:
New York State Education Department Two-Way Bilingual Planning Grant

Year program began:
1992-93 (planning year)

Ethnic/racial breakdown of district:
11% Hispanic; 43% Black; 37% White;
2% Russian; 7% Asian; <1% American Indian

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

No information at this time.

PROGRAM EVALUATION

No information at this time.

COMMUNITY SUPPORT AND VIEWPOINT

No information at this time.

Community School District 4
New York, New York

Two-Way Bilingual Program

Schools:

PS #7 -- Bilingual Bicultural Arts School
160 East 120th Street
New York, NY 10035
212-860-8931

PS #112 -- Bilingual Center
535 East 119th Street
New York, NY 10029
212-860-5868

Contact persons:

Alejandrina Nina Hendrick
Coordinator of Two-Way Bilingual Program
CSD 4
319 East 117th Street
New York, NY 10035
212 860-5987

Dorothy Petrilak
Director of Two-Way Bilingual Program
CSD 4
319 East 117th Street
New York, NY 10035
212 860-8924

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
50% Hispanic; 50% Black

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below the 40th percentile on the English LAB take the Spanish LAB. If their Spanish score is higher than the English score they are eligible to participate in the program. If the number of eligible students is greater than 25, students with the highest Spanish LAB scores are given priority. The remaining students are placed on a waiting list and enroll in the regular bilingual program.
English speakers:
Parental option. English LAB scores -- the 25 highest scoring students are selected for the program. Other students are placed on a waiting list.

Grade level(s) of the program:
K

Grade level increases planned:
Program will expand to include K-2

Program size:

Grade level	*# of classes*	*Class size*
PS #7		
K	2	25
PS #112		
K	2	25

Funding sources:
New York State Education Department Two-Way Bilingual Grant

Program materials available to others:
•In the process of being developed

Recruitment procedures:
•Parental options
•LAB

Program Objectives:

•To enhance the cultural and linguistic strengths that both LEP and EP children bring with them into the classroom

•To provide a learning environment that fosters fluency in Spanish and English and promotes increased communication

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
LEP students:
K 75%
EP students:
K 25%

Method of separating languages for instruction:
Team teaching

Languages used for content area subjects and electives:
K—Spanish instruction:
Reading, Math, Social Studies, Science, Art, Music, Listening Skills, Movement, SSL for English speakers, Storytelling
K—English instruction:
Reading, Math, Social Studies, Science, Language Arts, Listening Skills, Movement, ESL for Spanish speakers, Storytelling

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Teachers use whole and small group instruction. Students from both language groups are integrated for instruction in the afternoon. EP and LEP students are paired in "pen pal" groups where student pairs alternate between 'teacher' and 'learner' roles.

Percent of program teachers proficient in both languages:
75%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•4 full time bilingual aides
•1 full time resource teacher

Curriculum/materials development:
Staff members participate in developing materials for the program.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises, Inc.
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAB
English language proficiency	To be determined
Academic achievement in English and Spanish	To be determined

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations, classroom assistance, ESL and SSL classes for parents, and workshops

Community responses to the program:
•Program staff are working to involve parents and community members in the program

Advice to start-up programs:
•It takes a lot of work and preparation to implement the program and get the parents involved
•It is important to make the staff, parents, and community aware of the benefits of two-way bilingual education and the importance of sharing cultures

Community School District 5
New York, New York

Two-Way Bilingual Education Program

Schools:

Don Pedro Albizu Campos
CS #161
499 West 133rd Street
New York, NY 10027
212-690-5945

Raphael Hernandez/Langston Hughes
CS #30/31
144-176 East 128th Street
New York, NY 10035
212-690-5903

John H. Finley
CS #129
425 West 130th Street
New York, NY 10027
212-690-5932

Contact persons:

Victoria Manero, Director
CSD 5 Bilingual & Second Language Programs
433 West 123rd Street - Room 132
New York, NY 10027
212-769-7504

Karen Melendez-Hutt, Program Coordinator
CS #161
499 West 133rd Street
New York, NY 10027
212-690-5945

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of district:
23% Hispanic; 76% Black; <1% White/Asian Pacific Islander/American Indian/Alaskan Native

Criteria for selecting and accepting students:

Spanish speakers:
Parent choice with long term commitment; students who score below the 40th percentile on the English LAB; interview with project coordinator and principal; all LEP students are identified in accordance with Part 154 of the Regulations of the New York State Commissioner of Education

English speakers:
Parent choice with long term commitment; students who score above the 40th percentile on the English LAB as well as former LEP students; interview with project coordinator and principal; at grades other than kindergarten, students must have some Spanish knowledge based on the Spanish LAB

Grade level(s) of the program:
K

Grade level increases planned:
Program will expand one grade level per year

Program size:

Grade level	*# of classes*	*Class size*
K	2	25

Funding sources:
New York State Education Department Two-Way Bilingual Grant

Program materials available to others:
- Parent handbook and newsletter (in progress)
- Slide presentations (in progress)
- Student work (in progress

Recruitment procedures:
- Presentations/advertisement at parent meetings
- Information given at kindergarten registration
- Referrals from other parents
- Meetings between students, parents, and staff

Program Objectives:

•LEP students will demonstrate a mean gain of 10 NCE's in kindergarten as measured by the English LAB by the end of the first year

•EP students will demonstrate a mean gain of 10 NCE's in kindergarten as measured by the Spanish LAB by the end of the first year

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
LEP students:
K 90%
EP students:
K 10%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
K (LEP)—Spanish instruction:
Reading, Language Arts, Science, Social Studies, Math, Art, Music, Gym
K (LEP)—English instruction:
ESL, Art, Music, Gym, linguistic summaries of Math, Social Studies, and Science
K (EP)—Spanish instruction:
SSL, Art, Music, Gym, linguistic summaries of Math, Social Studies, and Science
K (EP)—English instruction:
Reading, Language Arts, Science, Social Studies, Math, Art, Music, Gym

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP students are grouped by English language proficiency. LEP and EP students are integrated for art, gym, and music. Program staff are exploring the possibility of teaming LEP and EP students for longer time periods.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time program coordinator
•1 full time teacher trainer
•1 project director

PROGRAM EVALUATION

Evaluator:
In the selection process

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAB (Spanish)
English language proficiency	LAB (English)
Academic achievement in Spanish	Student portfolio
Academic achievement in English	Student portfolio

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils, school visitations, classroom assistance, and parent language classes
- Parents are encouraged to participate in their child's education through school visitations, and as volunteers in the classrooms
- Program will be forming ESL and SSL classes for parents

Community responses to the program:
- Positive

School Board's view of the program:
- Excellent

El Paso Independent School District
El Paso, Texas

*Accelerated Schools**

School:
Rivera Elementary School
6445 Escondido
El Paso, TX 79912
915-581-4448

Contact persons:

Argelia Carreon
Director of Bilingual Education
El Paso Independent School District
6531 Boeing Drive
El Paso, TX 79925
915-779-4139

M.L. Lait
Principal
Rivera Elementary School
6445 Escondido
El Paso, TX 79912
915-581-4448

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
57% Hispanic; 40% White; 3% Other

Criteria for selecting and accepting students:
Spanish speakers:
Due to low LEP enrollment, all LEP students are included in grades 1-5
English speakers:
50% of each class are English speakers; selection is based on application and teacher recommendation

Recruitment procedures:
•Parent meetings open to the whole school

Grade level(s) of the program:
1-4

Grade level increases planned:
Program will expand to 5th grade in the second year and will include kindergarten in the third year

Program size:

Grade level	*# of classes*	*Class size*
1	1	30
2	1	30
3	1	30
4	1	28

Funding sources:
State bilingual funds; local funds; Title VII DBE Grant

Program materials available to others:
•Brochure is in progress
•A video will accompany the brochure

**The program operates at two school sites. Each school has a separate entry.*

Program Objectives:

•Students will attain high levels of academic achievement, enhanced interpersonal relationships across cultures, and acquire English and Spanish oral and written competency

•Students will improve achievement in reading, writing, and mathematics

•Students will acquire a second language and the intellectual benefits of bilingualism

•Students will develop creative/critical learning/thinking strategies

•Students will enhance their self-esteem and educational aspirations

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1-3	25-50%
4	25-75%
5	25-50%

Method of separating languages for instruction:
Teacher determines choice of language for instruction

Languages used for content area subjects and electives:
1-5—Spanish instruction:
All subjects
1-5—English instruction:
All subjects

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Teachers use cooperative learning with integrated groups, peer tutoring, CIRC, and partner reading.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time program assistant

Computer use:
Programs in English and Spanish to be used in the future

Curriculum/materials development:
Teachers have developed whole language thematic units and an integrated curriculum in English and Spanish.

PROGRAM EVALUATION

Evaluator:
El Paso Independent School District Evaluator
Research & Evaluation
6531 Boeing Drive
El Paso, TX 79912
915-779-4139

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	IPT
English language proficiency	IPT
Academic achievement in Spanish	TAAS, Portfolio assessment
Academic achievement in English	TAAS, NAPT, Portfolio assessment
Self-esteem/competence	CARE inventory
Attitudes	CARE inventory

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils, school visitations, and classroom assistance
- Sessions on how parents can participate in the teaching and learning process are planned

Community responses to the program:
- More students applied for the program than the project can accommodate at present
- Educators in the area are interested in visiting the program

School Board's view of the program:
- The board has approved the budget to fund the project

Advice to start-up programs:
- Include extensive teacher training
- Have teachers meet almost daily at first to share and provide support for the effort
- Consistent commitment of teachers, principals, and administrators is important

Most important feature of the program:
- Team teaching
- Dual language instruction that is facilitated in cooperative groups
- Strategies used in gifted programs
- Peer tutoring

El Paso Independent School District
El Paso, Texas

*Accelerated Schools**

School:
Rusk Elementary School
3601 North Copia
El Paso, TX 79930
915-566-0625

Contact persons:
Argelia Carreon
Director of Bilingual Education
El Paso Independent School District
6531 Boeing Drive
El Paso, TX 79925
915-779-4139

Longino Gonzalez
Principal
Rusk Elementary School
3601 North Copia
El Paso, TX 79930
915-566-0625

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
96.4% Hispanic; <1% Black; 3.4% White; <1% Asian

Criteria for selecting and accepting students:
Spanish speakers:
15 students are selected by a drawing
English speakers:
15 students are selected by a drawing

Recruitment procedures:
•Non-LEP students volunteer
•LEP students are recruited

Grade level(s) of the program:
1-5

Program size:

Grade level	*# of classes*	*Class size*
1	2	30
2	2	30
3	2	30
4	2	30
5	2	30

Funding sources:
State bilingual funds; local funds; Title VII DBE Grant

Program materials available to others:
•Program description flyers

**The program operates at two school sites. Each school has a separate entry.*

Program Objectives:

- Students will attain high levels of academic achievement, enhanced interpersonal relationships across cultures, and acquire English and Spanish oral and written competency
- Students will improve achievement in reading, writing, and mathematics
- Students will acquire a second language and the intellectual benefits of bilingualism
- Students will develop creative/critical learning/thinking strategies
- Students will enhance their self-esteem and educational aspirations

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
1-5 20%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
1—Spanish instruction:
Reading integrated with Social Studies and Science
1—English instruction:
Math, Science, Reading, Social Studies, Art, Music, Language
2—Spanish instruction:
Reading integrated with Social Studies and Science
2—English instruction:
Math, Science, Reading, Social Studies, Music, Language
3—Spanish instruction:
Reading, Social Studies
3—English instruction:
Math, Science, Music, Reading, Art, PE
4-5—Spanish instruction:
Reading
4-5—English instruction:
Math, Science, Reading, Social Studies, Language

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students work in cooperative learning groups and with partners.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 full time program assistant

Computer use:
Reading to Write, *Writing to Read*, and *VALE* in English and Spanish

Curriculum/materials development:
Teachers have developed thematic units.

PROGRAM EVALUATION

Evaluator:
El Paso Independent School District Evaluator
Research & Evaluation
6531 Boeing Drive
El Paso, TX 79912
915-779-4139

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	IPT
English language proficiency	IPT
Academic achievement in Spanish	TAAS, Portfolio assessment
Academic achievement in English	TAAS, NAPT, Portfolio assessment
Self-esteem/competence	CARE inventory
Attitudes	CARE inventory

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations
•Presentations to parents

Community responses to the program:
•Very positive

School Board's view of the program:
•Favorable

Advice to start-up programs:
•Focus on creativity, sharing, and team teaching

Most important feature of the program:
•The focus on problem solving and socialization
•Development of higher order thinking skills

Spring Branch Independent School District
Houston, Texas

Two-Way Developmental Bilingual Program at Hollibrook

School:
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-462-1719

Contact persons:

LaVerie Wise
Assistant Principal
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-462-1719

Susan Smith
Assistant Principal
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-462-1719

Agelia Durand
Bilingual/ESL Consultant
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-462-1719

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
83% Hispanic; 1% Black; 12% White;
3% Asian

Criteria for selecting and accepting students:
Spanish speakers:
No criteria
English speakers:
No criteria

Recruitment procedures:
- Students are not recruited; parents informed through discussions and are receptive and supportive of the program

Grade level(s) of the program:
K-3

Grade level increases planned:
Program will expand to 4th and 5th grade

Program size:

Grade level	*# of classes*	*Class size*
K	2	22
1	2	19
2	2	18
3	2	18

Funding sources:
Special funding has not been used, but committee hopes to write a grant to address this issue

Program materials available to others:
- Staff and students interviewed on nightly news
- School has been featured in local newspaper
- Students filmed for PBS documentary on education to appear Spring 1993

Other non-native English speakers in the program:
Vietnamese

Program Objectives:

•To have biliterate and bilingual students when they leave the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	80%
2	70%
3	20%

Method of separating languages for instruction:
By teacher: students and teachers are housed together where core subjects are taught in the student's dominant language by the appropriate teacher. Students from both language groups then work in centers or groups to accomplish the same task.

Languages used for content area subjects and electives:
K—Spanish instruction:
Language Arts, Math, Art, Sustained Silent Reading, Social Studies, Science
K—English instruction:
Music, Health Fitness
1—Spanish instruction:
Language Arts, Math, Art, Sustained Silent Reading, Social Studies
1—English instruction:
Music, Health Fitness, Science, Art
2—Spanish instruction:
Language Arts, Math, Science, Social Studies
2—English instruction:
Music, Language Arts, Math, Science, Social Studies
3—Spanish instruction:
Language Arts, Sustained Silent Reading
2—English instruction:
Music, Language Arts, Math, Social Studies, Sustained Silent Reading, Health Fitness

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students work in centers where two bilingual students are paired with two monolingual students. Peer tutoring takes place on a weekly basis. Students from all grades are grouped to work and tutor each other. Teachers also conduct whole group activities.

Percent of program teachers proficient in both languages:
63%

Percent of program staff proficient in both languages:
59%

Additional program staff:
•1 part time bilingual aide
•2 full time health fitness aides
•1 full time counselor
•1 full time ESL specialist
•1 full time bilingual consultant
•1 full time reading specialist
•2 full time resource teachers
•1 full time speech therapist
•2 full time social workers
•5 office staff

Computer use:
Computer use in English and Spanish: *Tapestry*, *Bank Street Writer*, *Super Print II*

Curriculum/materials development:
Each grade level two-way bilingual team develops their own curriculum in Spanish and English based on Essential Elements (Texas), needs of the students, and thematic interests. Teams use thematic planning and share the same materials.

PROGRAM EVALUATION

Evaluator:
Roy Ford, Principal
LaVerie Wise & Susan Smith, Assistant Principals
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-462-1719

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS, IPT
English language proficiency	LAS, IPT
Academic achievement in Spanish	SABE, BOEHM, Kindergarten development checklist
Academic achievement in English	NAPT, TAAS, BOEHM, SRA
Self-esteem/competence	Teacher, parent, administrator observations
Attitudes	Teacher, parent, administrator observations

(Staff also use student portfolios, teacher observation, audio recording, and oral conversations to assess students' progress)

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations, classroom assistance, and parent language classes
•Hollibrook has a very active parent involvement group which includes assistance from two social workers
•School has implemented an afterschool program that involves parents as teachers in subjects such as dance, piano, crafts, and sports

Community responses to the program:
•Parents love the program because they feel it is important for their children to learn two languages

School Board's view of the program:
•School board is committed to the program's success

Advice to start-up programs:
•Willingness to be flexible and work together, commitment, and support from the start is very important

Most important feature of the program:
•Support of staff, parents, and administration
•Program teachers are professional and highly committed to the success of their students
•School is the recipient of the "A+ for Breaking the Mold" award from the U.S. Education Secretary

Lufkin Independent School District
Lufkin, Texas

Developmental Bilingual Education Program

School:
Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
409-633-6487

Contact persons:
Manuela F. Challis
Bilingual Director
Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
409-639-2279

Dawn Youdan
Assistant Superintendent of Instruction
Lufkin Independent School District
800 East Denman
Lufkin, TX 75901
409-639-6696

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
40% Hispanic; 60% White

Criteria for selecting and accepting students:
Spanish speakers:
Students are identified as having limited English proficiency through a language proficiency instrument
English speakers:
Students are identified upon request by parents, language proficiency test, and cognitive ability instrument

Grade level(s) of the program:
K

Grade level increases planned:
Program will expand one grade level per year through 4th grade

Program size:

Grade level	*# of classes*	*Class size*
K	1	22

Funding sources:
Title VII DBE Grant

Recruitment procedures:
- Spanish speakers are identified through home language surveys and language proficiency tests
- English speakers are recruited through parent/teacher meetings and surveys

Program Objectives:

•To provide dual language instruction to integrated groups of English-only speakers and native Spanish speakers

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
K—Spanish instruction:
Native Language Arts, Math, Social Studies
K—English instruction:
Writing to Read, Math, English, Language Arts, Science, PE, Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by language dominance and participate together during centers. All students work cooperatively at all times.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time bilingual aide

PROGRAM EVALUATION

Evaluator:
Paul Liberty
7405 Berkman Drive
Austin, TX 78752
512-451-2646

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	IPT
English language proficiency	IPT
Academic achievement in Spanish	La Prueba
Academic achievement in English	NAPT, ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, classroom assistance, and parent language classes
•In the Fall, a conversational Spanish class was started for English-only parents
•Spanish-speaking parents are enrolled in ESL classes at an Adult Learning Center

Community responses to the program:
•The community response was very favorable; the program has a waiting list of English-only students for the 1993-94 school year

School Board's view of the program:
•Supportive and favorable

Most important feature of the program:
•The full day kindergarten will allow students basic instruction in their first language which will enhance their academic performance

Arlington Public Schools
Arlington, Virginia

Abingdon Spanish Partial Immersion Program

School:
Abingdon Elementary School
3035 Abingdon Street
Arlington, VA 22206
703-358-6650

Contact persons:

Meg Tuccillo
Principal
Abingdon Elementary School
3035 Abingdon Street
Arlington, VA 22206
703-358-6650

Elizabeth Burgos
Teacher
Abingdon Elementary School
3035 Abingdon Street
Arlington, VA 22206
703-358-6650

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
15% Hispanic; 25% Black; 50% White;
10% Asian/Other

Criteria for selecting and accepting students:
Spanish speakers:
Parent willingness; teacher recommendation
English speakers:
Parent willingness; teacher recommendation

Recruitment procedures:
•Students are selected from kindergarten classes

Grade level(s) of the program:
1

Grade level increases planned:
Program will expand one grade level per year through 5th grade

Program size:

Grade level	*# of classes*	*Class size*
1	2	22

Funding sources:
School district

Program materials available to others:
•Video is being produced

Program Objectives:

•To provide increasing exposure to functional Spanish language in content areas

•To develop facility for speaking Spanish

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
1 50%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
1—Spanish instruction:
Math, Science, Library, Art
1—English instruction:
Reading/Language Arts, Social Studies, Health, Library, Art

Language of initial reading instruction:
Spanish speakers:
English
English speakers:
English

Instructional grouping:
Teachers use whole group instruction and small group instruction for special interests.

Percent of program teachers proficient in both languages:
50%

Curriculum/materials development:
The first grade teachers have developed some science units in Spanish.

PROGRAM EVALUATION

Evaluator:
Mary Ann Ullrich, Foreign Language Supervisor
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
703-358-6097

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	In the process of being developed
English language proficiency	In the process of being developed
Academic achievement in Spanish	In the process of being developed
Academic achievement in English	In the process of being developed

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, school visitations, classroom assistance, and parent language classes
•Parent support group has been formed to discuss and share information

Community responses to the program:
•Strong community interest

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Have parents meet with other experienced parents from immersion programs to ease their initial anxiety

Most important feature of the program:
•Teacher and staff commitment
•Parent interest and support

Arlington Public Schools
Arlington, Virginia

Williamsburg Middle School Immersion Sequence

School:
Williamsburg Middle School
3600 North Harrison Street
Arlington, VA 22207
703-358-5450

Contact persons:

Margaret McCourt-Dirner
Principal
Williamsburg Middle School
3600 North Harrison Street
Arlington, VA 22207
703-358-5450

Mary Ann Ullrich
Foreign Language Supervisor
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
703-358-6097

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
18.8% Hispanic; 10.6% Black; 63.5% White; 7.1% Asian

Criteria for selecting and accepting students:
Spanish and English speakers:
Successful completion of elementary partial - immersion program and/or personal interview and individualized testing

Recruitment procedures:
•Personal contact
•Parent-student meetings
•PTA newsletter

Grade level(s) of the program:
6-7

Grade level increases planned:
Program will expand to 8th grade in 1993-94

Program size:

Grade level	*# of classes*	*Class size*
6	2	13
7	2	19

Funding sources:
Local school funds

Program materials available to others:
•Program guidelines

Other non-native English speakers in the program:
Vietnamese, Urdu

Program Objectives:

•To continue to develop Spanish language proficiency appropriate to grade level in listening, speaking, reading, and writing

•To master content objectives as outlined in the Arlington Program of Studies

•To continue to develop an understanding and appreciation of other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6-7 29%
(2 periods out of 7)

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
6–Spanish instruction:
Social Studies, Spanish Language Arts
7–Spanish instruction:
Science, Spanish Language Arts
6-7–English instruction:
Other core and elective subjects

Instructional grouping:
Teachers use heterogeneous grouping in small groups and paired activities.

Percent of program teachers proficient in both languages:
100%

Curriculum/materials development:
Teachers have developed a framework and suggested thematic units for the Spanish Language Arts program.

PROGRAM EVALUATION

Evaluator:
The principal and program teachers work with the Foreign Language Supervisor to evaluate the program
c/o Mary Ann Ullrich, Foreign Language Supervisor
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
703-358-6097

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	Portfolio and proficiency oriented testing
English language proficiency	Portfolio and regular assessment program
Academic achievement in Spanish	Teacher assessment
Academic achievement in English	Portfolio and regular assessment program

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations, classroom assistance
•Parents are encouraged to meet with the teachers and attend PTA meetings

Community responses to the program:
•Generally supportive, although there is some concern about the low enrollment in the program (enrollment is expected to significantly increase in the 1995-96 school year due to the increase of students from the elementary school bilingual immersion program which feeds into this middle school program)

School Board's view of the program:
•Very supportive
•The board views partial-immersion programs as a positive addition to the school curriculum and recognizes the need to sustain commitment at the middle school level

Advice to start-up programs:
•Make contact with others who have begun programs and network
•Prepare several years ahead of implementation
•Understand budget and staffing considerations
•Build community support

Most important feature of the program:
•Expertise of teaching personnel, administrative support

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List of Abbreviations Used

ASAP	Arizona Student Assessment Program
BINL	Basic Inventory of Natural Language
CAT	California Achievement Test
CIRC	Cooperative Integrated Reading and Composition
CMI	Computer Managed Instruction
CRT	Criterion-Reference Test
CSD	Community School District
CTBS	Comprehensive Test of Basic Skills
DBE	Developmental Bilingual Education
DRP	Degrees of Reading Power
EO	English Only
EP	English Proficient
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FLAR	Family Literacy and Resources
GED	General Education Diploma
GESA	Gender Equity Student Achievement
IPT	IDEA Oral Language Proficiency Tests
ITBS	Iowa Test of Basic Skills
LAB	Language Assessment Battery
LAPA	Language Arts Proficiency Assessment
LAS	Language Assessment Scales
La Prueba	La Prueba Riverside Test
LEP	Limited-English Proficient
MAC	Maculaitis Language Assessment
MAT	Metropolitan Achievement Test

MECC	Minnesota Educational Computer Consortium
NAPT	Norm-referenced Assessment Program for Texas
NCE	Normal curve equivalent
PE	Physical Education
Pre-LAS	Pre-Language Assessment Scales
PTA	Parent Teacher Association
PTSO	Parent Teacher Student Organization
SABE	Spanish Assessment of Basic Education
RSL	Russian as a Second Language
SLAPA	Spanish Language Arts Proficiency Assessment
SRA	Science Research Associates
Stanford	Stanford Achievement Test
SOLOM	Student Oral Language Observation Matrix
SSL	Spanish as a Second Language
TAAS	Texas Assessment of Academic Skills
TALL	Technology Applied Linguistic Learning (Software)
VALE	Vamos a Leer Escribiendo